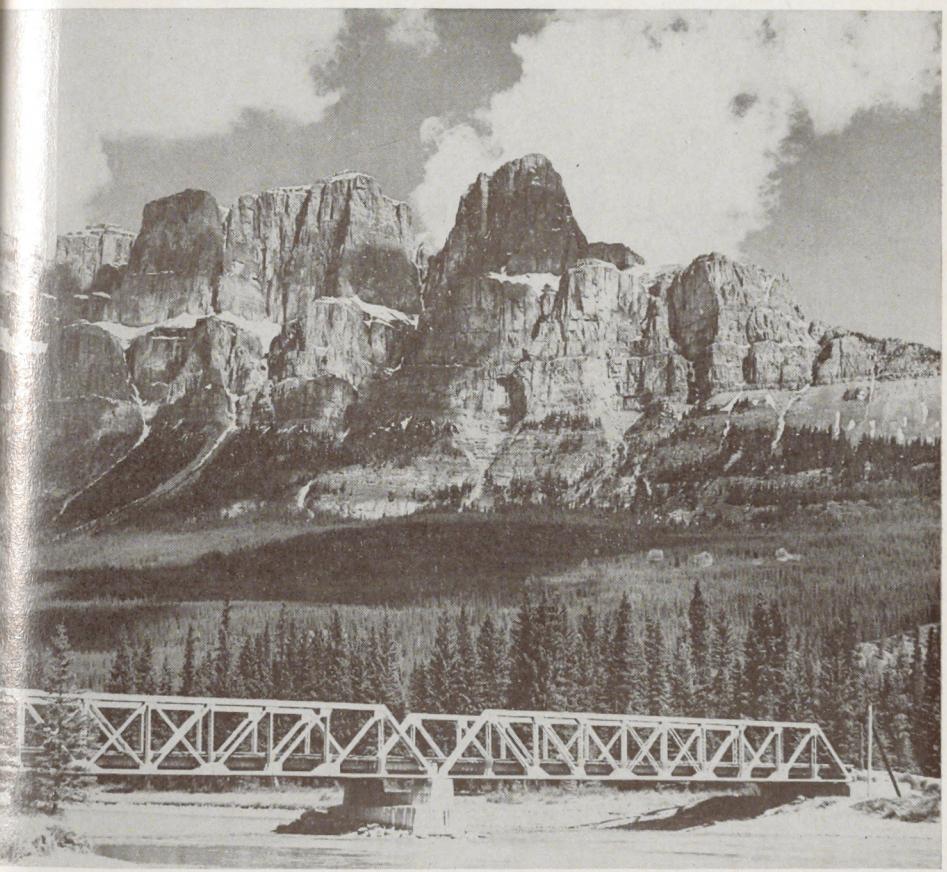


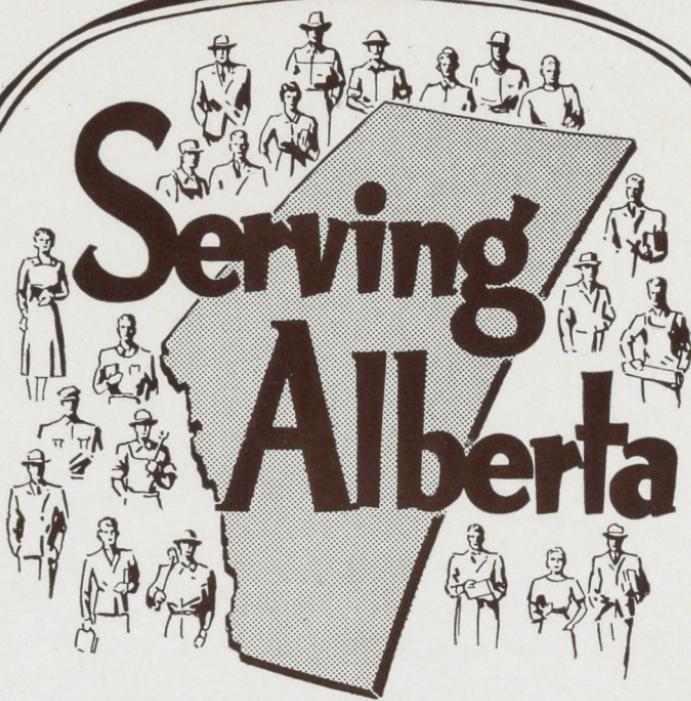
NOVEMBER, 1954

the **ATA**
magazine

OFFICIAL ORGAN OF THE
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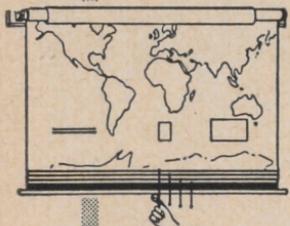
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COVER STORY

Alberta Government Photo

Our cover picture shows Mount Eisenhower as it appears from the Banff-Lake Louise Highway. This majestic mountain was formerly known as Castle and was re-named in honour of the famous American general, now President of the United States.

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THE ALBERTA SCHOOL TRUSTEES' CONVENTION

Let us say at the outset that we have high regard for the work that trustees do. As stewards of public education, they have grave responsibilities. Their official organization, the Alberta School Trustees' Association, should reflect the opinions and express the policies of Alberta school trustees. It, too, has grave responsibilities—the more so, because of its wider sphere of influence.

As a sister organization, the Alberta Teachers' Association is intensely interested in the opinions and decisions of the trustees' annual conventions. There is scarcely any business in education which does not directly or indirectly concern teachers. Particularly, teachers study trustee resolutions concerning curriculum, teacher-training, salary negotiations, school finance, and teacher welfare. On a surprisingly large number of these resolutions the Alberta Teachers' Association can find grounds common to both trustees and teachers.

There is, however, one issue on which the Alberta School Trustees' Association and the Alberta Teachers' Association stand poles apart. The 1954 trustees' convention defeated a resolution, endorsed by urban trustees, which recommended that permanent certification be given to teachers only after two years of teacher-training. Approval of this resolution would have shown clearly that trustees, although favouring the six-weeks' student-teacher program, did not approve lowering standards for permanent certification. Instead, their rejection of the resolution endorses the action of the Minister of Education in slashing these requirements in half.

If trustees honestly want better-trained teachers and want honestly to improve educational services, they cannot equivocate with standards, whatever the reason may be. The trustee who argues that he favours high standards in teacher-training and certification and that present measures are temporary, is rationalizing. The truth is that you either hold for well-trained teachers or you don't believe that teaching requires much training. Adjusting principle to the stress of the times smacks of bankruptcy of educational responsibility. As we have said again and again, the nasty truth is that some trustees are willing to accept any person, no matter how superficial his training may be, as a teacher. As long as school is open, he thinks that his responsibility has been met. Opportunism or dedicated educational leadership? Too many trustees have made the easier choice.

Ten of the decisions—

- recommended removal of teachers' salary negotiations from *The Alberta Labour Act* and placing regulations in *The School Act*.
- recommended that all teachers' contracts be temporary for first year with employer.
- recommended a uniform termination date for teachers' contracts for both board and teacher, June 15.
- recommended that duties of principals and vice-principals be listed in *The School Act*.
- recommended continued employment of teachers beyond age 65.
- deplored exclusion of student-teachers from ATA conventions.
- urged province-wide text-book rental system.
- defeated resolution requesting amendments in *The Teaching Profession Act* to make membership in Alberta Teachers' Association voluntary and to free school boards from obligation to deduct membership fees at source.
- defeated resolution proposing payment of teachers' salaries on merit system.
- defeated resolution recommending permanent certification of teachers after two years of training in the four-year B.Ed. program.

Notice to All Local Associations

The electoral ballot form, which was mailed to the secretaries of all local associations at the first of September, must be completed and returned to Head Office **on or before December 1, 1954**, in order to be counted in the electoral vote.

A copy of the annual report form for local associations was mailed to the secretary of each local on September 13, and these forms also are to be completed and returned to Head Office **by December 1, 1954**. **Fees will not be remitted to the local concerned until the form is received.**

A noted elementary school authority asks

What Price Competition?

HENRY J. OTTO

Reprinted from *The Texas Outlook*

SINCE competition among children seems inescapable, educators could not and probably should not try to erase it; but they should temper it with co-operation, make sure it is fair competition and guide it into activities that are educationally and socially desirable.

Competition must be controlled, reasonably and fairly, if it is to be desirable competition. Both competition and cooperation can be undesirable, for children can compete in such things as breaking windows or cooperate in cheating or stealing.

The place of competition in elementary school programs is widely discussed and often misunderstood. I do not pretend to have a solution to the many complex, frequently contradictory issues involved. But I do hope that identifying and clarifying some of the issues may produce insight and understanding that may, in turn, produce better solutions.

As an example of unfair competition, suppose we arranged a wrestling match in which we forced a typical eight-year-old to wrestle with a typical twelve-year-old. The younger boy does not have a chance to win; yet after each defeat he is scolded, humiliated, or even whipped. Once each week for several months the performance is repeated and the eight-year-old is forced to try it again. This kind of competition is unfair, is inescapable for the eight-year-old, and is centred in an activity of questionable educational social value.

If each of the boys in the wrestling match is of at least average intelligence, does it take much imagination to project

the influence of this episode upon the personality, character, and behaviour of the eight-year-old? If the twelve-year-old is praised or otherwise rewarded each time, what types of influences will the episode have on the winner? There seems little doubt that the educational impact upon both lads is undesirable.

Use of a comparative and competitive marking system has much in common with such a wrestling match. Classes in school contain many pupils of noticeably unequal ability and maturity. A ten-year-old pupil with an I.Q. of 80 has a mental age of eight years. Another ten-year-old with an I.Q. of 120 has a mental age of twelve years. The tasks prescribed by the school are inescapable; pupils have no choice about engaging in reading, arithmetic, or the other subjects. School attendance is compulsory. The competition is unfair. The teacher who applies a comparative marking system to children of unlike ability is in the same position as the father who whips his son for not getting all "A's" or the person who whips the eight-year-old for losing the wrestling match with the twelve-year-old.

Competition and Effort?

Many teachers and most parents believe that a competitive marking system is absolutely essential to make pupils put forth full effort. Only one research study has been published regarding the motivation value of a marking system in the elementary school. E. W. Tiegs found that 90 percent of intermediate grade pupils said they tried harder be-

cause of good marks and 97 percent said they tried harder because of poor marks. It is likely that these students responded as they did because they had been conditioned to operating under a marking system. No study has been reported in which pupil attitude toward their effort was sampled under conditions in which a marking system was absent.

My file includes unpublished data from three school systems in which the comprehensive type of achievement test was given each year for one or more years before an A-B-C-D-F marking system was abandoned and then given each year for four to six years after the marking system was discontinued. A comparison of children's achievement before and after the elimination of a competitive marking system shows that there not only was no drop in the median achievement scores by grades, but in most grades there was actually a slight increase. Undoubtedly the nature of these findings is due to the fact that teachers substituted more effective motivations in lieu of the threat of low marks or rewards for good marks. These data should be supplemented with more careful studies in order to determine whether a marking system really has the motivating value that teachers and parents think it has.

It is likely that careful research would explode this time-honoured assumption. Teachers in schools which no longer use a comparative marking system report a happier and more pleasant situation, with no evidence that pupils are slumping in their effort, but with conviction that motivation based on self-improvement and quality of work is more effective.

Research has shown repeatedly that learning is more effective if the individual is kept informed regularly of his progress and improvement. Good teaching should include many and varied methods for keeping pupils continuously aware of their progress. Most teachers find that this can be done through a variety of daily and weekly activities,

Henry J. Otto is professor of elementary administration and curriculum in the University of Texas College of Education.

that a marking system is really unnecessary and not very useful for this purpose. Some educators contend that teaching must be at a low ebb if the marking system is the major motivating device for getting honest effort from students.

Even if a marking system has some needed motivation value, one must weigh the value in comparison with the unwholesome features that every competitive marking system fosters. Some children who always get good marks acquire a "coasting" habit; their full abilities are seldom put to work because they can win high marks without much effort. Sometimes these pupils also develop undesirable attitudes and behaviours. Slow-learners, on the other hand, have difficulty ever getting good marks. Continuing low marks create discouragement and a "what's the use" attitude in some pupils. Children who get low marks tend to hide them from other pupils while those who get high marks usually brag about them. Many a child who gets low marks has serious heartaches, especially if low marks are accompanied by scoldings or spankings at home or excessive homework assignments. The mental hygiene influence of a marking system should command serious consideration by teachers and parents.

Competition in the business world is quite unlike competition under a comparative marking system. In the business world competition is fair, at least insofar as federal and state laws can control it. Such laws were enacted in part to preserve competition, to prohibit unfair trade practices, and to prohibit false advertising in order to protect

(Continued on Page 40)

Improving Teacher Certification

T. M. STINNETT

An American teacher certification authority believes that teacher organizations should formulate certification standards

As an organized profession and as individual teachers, we have never properly assessed the role of certification in the improvement of education. Nor have we seemed fully to realize that teacher education, institutional accreditation, and professional certification are all part of one important process—the process of getting competent, well-prepared teachers into the classrooms. It is a process urgently in need of attention and improvement, and it is the responsibility of the organized profession to give it that attention and to seek that improvement. If we do not accept this responsibility, other groups less qualified for the job will take over.

Responsibility cannot be ducked

For the next ten years at least, the state associations are going to have to be concerned, more concerned than they have been, with the task of helping teaching become a profession. Either we become a profession or we don't. We cannot duck our responsibility. And we need to know as we tackle the job that there are movements already underway to do away with certification or to emasculate it as a professional process. Proposals are already being made to legislatures that we return to the old normal schools, that we cut back to two college years of preparation for elementary certificates.

The teaching profession now faces the task which many other professions have already dealt with. We have to decide upon and list the major competencies required for our profession, and we have to do this in such a way as to get rid of present inconsistencies in professional requirements. We need to come

to some agreements as to what constitutes a good teacher.

We need to be a little more concerned about the institutions which are offering teacher education programs, assuring ourselves that such institutions are really capable of preparing competent teachers. Having thus assured ourselves, we need then to put the responsibility for developing good teachers where it belongs, on the institution charged with that task.

How can the teachers' organization help?

How then does a state education association go about helping teachers help themselves become a profession? First, it must point out and emphasize to teachers the relationship between good teachers and services to children. There is really only one reason for certification, and it is that children may be guaranteed an excellent quality of service from those who teach them. The quality of that service can be regulated by the profession itself when it builds and maintains high standards of certification. It is well for teachers to realize, too, as they work toward this goal of higher certification standards, that they are working also in the area of teacher welfare, for retirement, tenure, and teachers' salaries are all closely related to standards of certification. Improve one, and you improve the other.

Teachers formulate certification standards

It is not enough, however, for the association to point out to its members the close inter-relationship between certification and the welfare of both children and teachers. It must also set up the channels and make the arrangements

for as many teachers as possible to participate in the formulation of certification policies. It ought to aim at including every teacher in the development of such policies. This is a slow and time-consuming process, this building up of a program which will carry with it the consent of the governed. But Americans in general, and American teachers in particular, are committed to just this procedure. As for the legal authorities, the state boards of education and the certification agencies of state departments, full cooperation and encouragement can be expected from them. They are eager for the profession to decide upon certification standards and to set up the professional sanctions necessary in having such standards applied.

And what are the sanctions which the organized profession can invoke in the application of such standards? First, it can give preference of employment to

teachers to have a part in professionalizing their work, association journals can have a big share. As new certification and accreditation requirements are decided upon, they need to be publicized and they need to be publicized in such a way as to build up a professional pride and a hearty commitment to actions taken. There need to be articles and editorials on the philosophy of certification and on the cooperative development of teacher education. It is the obligation of association publications constantly to focus the attention of teachers on their rôle in education and on the competencies which they need to possess in order to fulfil that rôle.

In the attainment of the national goal of making teaching a profession, the journals can help in another way, by "plugging" the need for reciprocal relationships among the states. We are now lacking not only in reciprocity as

T. M. Stinnett is executive secretary for the National Commission on Teacher Education and Professional Standards. This is the substance of his address to the Educational Communications Workshop held in Albany, New York last June.

graduates of those accredited institutions, which through their teacher education program help in the development and reinforcement of good certification standards. Second, it can make its professional organizations truly professional by offering membership only to those teachers who meet regular and standard certification requirements. Third, it can support the movement for professional accreditation of all colleges engaged in teacher preparation. At the present time in the United States there are about 300 colleges, so weak that they are not accredited by any voluntary accrediting association, which are nonetheless carrying on programs of teacher education.

Journals can help

In this whole job of encouraging

concerns retirement, but also in acceptable yardsticks by which accreditation and certification requirements can be measured. The diversity in requirements in the various states, coupled with special course requirements in particular states, constitute serious hurdles to be got over in the building of a profession nationwide. The local, state, and national associations offer to their teachers their greatest help in getting over these hurdles and the others which can stand between them and a real profession. The question is how well can association journals and other in-service education devices do the job of persuading teachers to become a real part of such groups and to lift themselves by their own bootstraps to a profession which has earned the respect of others because it has learned to respect itself.

How Good Is Our Testing Program?

MELVIN SILLITO and LEONARD MCKENZIE

CRITICISM has been leveled at the science program in the junior high school; critics complain that the course is too vague and the departmental examinations too specific. Whether or not the criticism is valid, there does seem to be a basic divergence between the expressed aims of the course and what is measured by the departmental examinations. The vagueness, if such exists, is not in the statement of the aims and objectives, for they are clearly outlined at some length in the Curriculum Guide. In this article we shall be concerned not with the course of study but rather with the Grade IX final examinations.

The departmental examinations probably have an extensive influence upon the testing program in junior high school. Promotions from Grade IX are governed largely by these tests, and it seems reasonable to suppose that they may serve to establish a trend in the testing program of junior high school science. Since the Grade IX final examination is the culminating point of the testing program, the examinations made and administered by the teachers try to measure the probable achievement on the departmental examinations. In other words, the teacher-made examinations may be patterned after the departmentals. That this pattern of testing may extend to Grades VII and VIII is very possible.

Testing determines teaching

The testing program cannot be separated from the teaching program. The testing procedure is an attempt to measure the effectiveness of the teaching and learning processes. If the teaching is directed toward the accomplish-

ment of the avowed aims, then the testing must also be so directed. For if the testing program is confined to a rather limited area of aims, then the teaching of science is likely to be similarly confined. If we test only a few of the aims, and if our test results are taken as a measure of the success of our teaching, then the teaching procedure will be modified to produce better test results with unavoidable neglect in the teaching of the very aims which are omitted from the testing program. Suppose we have five aims and design our tests to measure only three of these. Then in order to produce better test results we will probably neglect the teaching of the remaining two aims and concentrate on the three which are measured. It seems almost too obvious to need repetition that if we aim at total development in science teaching then we also need to measure total development by our testing program.

Objectives in general science

It is appropriate to review briefly the objectives and goals of science teaching. The curriculum guide for general science in the junior high school lists these objectives:

1. to assist the student in the growth of science understandings. The intelligent use of facts, the observations and experiences in a student's natural environment, the use and application of experimental evidence, the appreciation of the cause-and-effect relationship, and the application of general scientific principles will contribute to this understanding.
2. the development of skills, abilities, and habits in the areas of the graphic

arts, communication of ideas, reading, organization of materials, use of the scientific method, experimental work, social relationships, mechanics, and mathematics.

3. as a result of self study and group work in science, the development of such desirable attitudes as self respect, creativeness, scientific attitude, co-operation, responsibility, social concern, and reverence.

These appear to be the major aims of our science course and as such should certainly receive appropriate emphasis in our teaching and testing of science.

Study of departmental examinations

A survey of the Grade IX final examinations in science for the past three years will reveal some interesting facts concerning both the emphasis placed on each unit in science and the nature of the questions asked.

was allotted to Unit 1. Chart 2 summarizes the percentages of the various types of questions asked on each examination. Due to the fact that some questions might be included in more than one of these categories the figures given could vary by as much as 5%. For instance, the percentage of the 1953 paper devoted to the recall of fact was 64, and that devoted to the recall of generalizations 0. Due to the practical impossibility of testing mental attitudes and habits by a paper and pencil test, these were not included in Chart 2.

The discrepancy between the suggested teaching time allotment and the examination weight is not as noticeable in the 1953 paper as it was in the 1952 paper. It was noticed that in 1952, 33% of the paper was on items not covered by the Grade IX outline, whereas in 1953 only 3% of the questions dealt with such items. There was perhaps a special

Chart 1

Science Units		1	2	3	4	5	6	Misc.
Percentage of teaching time	(Curriculum Guide)	21	12	12	15	21	18	
1952	Percentage of examination marks	5	9	7	9	20	14	33
1953	Percentage of examination marks	24	5	8	15	22	20	3

Chart 2

	Recall of facts	Recall of generalizations	Recall to support understanding	Application science principles	Experimental methods	Reasoning	Abilities	Skills
1951	64%	0%	0%	4%	8%	8%	17%	0%
1953	64%	0%	1%	0%	12%	18%	8%	0%
1952	48%	3%	1%	15%	1%	20%	13%	0%

Chart 1 shows a comparison of the percentage of the teaching time suggested for each unit and the proportion of the final paper allotted to the testing of that unit. As the 1951 final paper included both the old and the revised science course, it is not considered in this table. In 1952 for example, the suggested teaching time for Unit 1 was 21% of the total teaching time for the complete course, whereas on the final examination 5% of the value of the paper

reason for the emphasis on Grades VII and VIII work in the 1952 paper.

Testing emphasizes recall

The data indicates that the Grade IX final examinations have been heavily weighted in favour of the recall of isolated facts. About 60% of the marks assigned were allowed for the recall of such facts. This places a heavy bonus on memory work and relegates the major science learnings to

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insignificance. It is not economical of teaching time to teach unrelated facts; and it is probably no more economical of testing resources to test mainly for recall of facts. It is true that good teaching does much more than this and; if the memorization of facts is the major outcome of teaching, then such teaching is sadly deficient. It will be unfortunate if teaching becomes so oriented towards memorization of facts that such outcomes as understanding of general principles, reasoning, problem solving abilities, interpretative skills, and the understanding of the pupil's surroundings are neglected. One of the functional tests of learning concerns the proportion of the subject matter which is retained over a period of months or even years. Such residual learning in science comes mainly through an understanding of techniques and principles. It is probable that the correlation of residual learnings and final examination scores is low and it is almost certainly lower than necessary.

Use of facts more important

Testing for facts may result in poverty in our teaching. Part of science is the ability to organize facts and to marshal evidence. Skill in organizing and correlating is one of the lasting outcomes of science teaching. The testing of factual knowledge does not measure this objective, just as the teaching of facts does not achieve the objective. Knowledge of facts does not prove that the skill in using the facts has been attained. And of the two,

skill in using facts is the more important because in most practical cases the facts may be ascertained at will, but the organization of these facts for the particular and immediate purpose is often lacking. It is not so much a question of how many facts a student can muster as it is how many facts he can muster to some purpose. Is it possible that the nature of the examinations might lead us to forget that science is, after all, "organized knowledge"?

There are those who claim that only the application of science principles and methods to our vocations and avocations is a valid science teaching goal. Whatever the merits of such a position, there can be no denying the importance of either the application of science principles to everyday living or the understanding of the scientific method. These areas of learning have not received due emphasis on the final examination papers. The proportions have fluctuated markedly but the overall average on the papers considered was between 6 percent and 7 percent. It is suggested that more of the available time and space should be allotted to the measurement of these aims since they are likely to be the most useful of the outcomes of science teaching. Such a shift in the emphasis on the final examination might cause a shift in teaching emphasis. This change might result in students acquiring and retaining some basic science principles which will form a foundation for their thinking in after grades and in their post school life.

Improving testing

It is useless to criticize without suggesting improvements. Some types of examination items which attempt to measure part of the aims of the science course other than the recall of facts are

suggested below. These items are not necessarily the best examples which might be found, but they represent an attempt to do something which the final examinations have not done satisfactorily.

A. Some but not all of the numbered items are supporting statements for the generalizations given. Some are not true.

In the blank before the true items write the word **true**.

In the blank before the false items write the word **false**.

Of the items you have marked **true** select those which support the generalization and put their numbers in the blank by the generalization.

Generalization—Proper procedures make the use of electricity safe in the home.

1. It is always safe to touch switches and water pipes at the same time.
2. Switches are turned off before burned out bulbs are replaced.
3. Fuses are never replaced by coins or other metal objects.
4. There is no danger in having many appliances plugged into the same outlet.
5. Electricity is convenient because it can be transformed easily into light and mechanical energy.
6. It is easy to check appliance cords regularly.

In scoring, **true** and **false** would not need to be marked R-W but some adjustment would need to be made in scoring the supporting facts to prevent the student receiving credit for listing true items which are not supporting facts. R-W scoring is suggested for this part.

This question aims to test the ability to choose facts which support generalizations—one of the primary forms of reasoning. Factual knowledge is also tested by the true-false aspect of this question.

B. This question aims to discover if you have related your study of science to your environment. Try to think of some examples that you have noticed that will illustrate the following scientific facts.

Scientific fact

1. Levers are aids in doing work
2. Cold air is heavier than warm air
3. Evaporation causes cooling
4. Rubber is a nonconductor of electricity
5. Electrical energy can be changed into light energy

An example you have noticed

This tests the student's application of scientific principles, and his awareness of the contribution made by science to our daily lives (i.e., some social aspects of science).

C. **Directions**—Below are listed pairs of events. Read them over carefully and then put the number 1, 2, or 3 in the parentheses to the right.

Write **1** if you think one event is the cause of the other.

Write **2** if you think both events result from the same cause.

Write **3** if you think there is no relation between them.

Example—We went on a picnic..... a rain storm came. (3)

Since there is no causal relation between going on a picnic and a rain storm coming, 3 is placed in the parenthesis.

(a) The branches of a tree sway too and fro..... a windmill turns. (_____)

(b) Water freezes in a sealed glass jar the jar breaks. (.....)
(c) An eclipse of the sun occurs a thunderstorm follows. (.....)

This tests ability to reason from cause to effect. Similar items are found on the 1946 departmental examination paper.

D. State the generalization which explains the following sets of facts.

Set A.

1. Soft drinks may be sipped through a straw.
2. A siphon raises water over an obstruction from one level to a lower level.
3. Water rises to the piston of a lift pump when the piston is moved up and down.

Generalization

Set B.

- 1.
- 2.
- 3.

This tests recall of generalizations and selection of the one of which fits all of each set of facts. This involves a form of inductive reasoning.

E. Four paragraphs could be given, similar to the description in *The Story of Soil*, each describing one of the soil zones of Alberta and containing such information as: area, frost-free period, rainfall, amount of top soil, colour of soil, grain varieties, animal breeds, and major agricultural activities.



The following test could be made of the material read:

(a) Much of the above data might be summarized in the form of a chart. Construct such a chart.

(b) Why is flax not grown in Zone 4?

(c) Which is the largest of the four zones?

(d) If you intended to farm in the Red Deer area, what varieties and breeds would you raise—
(1) of wheat? (2) of oats?
(3) of beef cattle? (4) of sheep?

These and similar items measure, among other things—(a) ability to organize material; (b) inferential reasoning, e.g., items (d) and (b) above; and (c) ability to read science articles with some understanding.

**Chart-Example
Sub-topics**

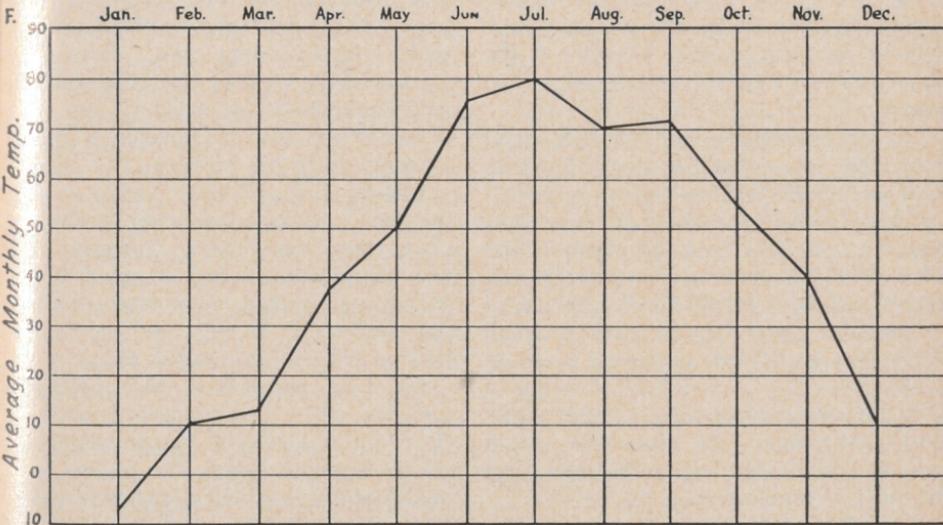
Zone 1

Zone 2

(Any five of the sub-topics mentioned in the four paragraphs would constitute an acceptable chart for the average student.)

Zone 3

Zone 4



1. What is the average temperature for March?
2. What month had the highest average temperature?
3. What month had the lowest average temperature?
4. When was the temperature increasing most rapidly?
5. Why does the average monthly temperature increase from January to July?
6. The longest day occurs in June. Why does June not have the highest average temperature?
7. Would this graph represent conditions at Calgary or at a town in Argentina?

Such a question would test the student's ability to read a graph and make inferences from the information.

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A Stutterer Writes

to a former teacher

IRVING SHAPOFF

Mayer High School, Arizona

Reprinted from *NEA Journal*

Remember me? I came into your classroom more timid than the rest. My first thoughts were: When would I be called upon to recite? How would you react to my hesitance in speech? Would my classmates ridicule me? I hoped you could help me.

As the long days passed without my being called on, my anxiety intensified. My back ached, because I was constantly sitting on the edge of my chair.

At last you asked me a simple question. Do you remember how I blushed, how everybody in class turned to gaze?

The silence of the room, the impatient look on your face, and the stares of my classmates brought on the worst blockage I had ever experienced. My facial contortion brought an uproarious laugh from the class and a puzzled look to your face.

Do you remember what you did then? You reprimanded the class and moved me to a side seat—to be forgotten for the rest of the year.

You did not know that my stuttering was not caused by a physical defect, but by a personality impediment. You did not understand my problem, and your reaction only aggravated my condition.

Because of your attitude of taking my stuttering as a serious and troublesome problem, I too became more self-conscious. Had you taken a lighter attitude, encouraged me to speak, and accepted me as one of the class, you would have helped instead of hurt me.

I was never encouraged to enter social activities. How I craved for companionship; how I needed self-expression! Except for my stuttering I was like any other pupil, but you made me feel different.

How frequently I wanted to speak to you informally, as the others did. Did you perhaps feel that I didn't care to chat? How wrong you were! The teacher who accepts the stutterer and who understands his make-up, can make it easier for him to develop a proper attitude about his problem.

I never stuttered when I sang, so singing gave me an opportunity to feel on equal terms with others. Yet even when you discovered I had a good voice, you did not choose me to sing a song in the class play. If only you had capitalized on my simple musical talent!

Do you remember one particular instance when I requested a pass? I threw in a block, a spasm, which bewildered you as usual. You looked away, believing I would find it easier to speak. This only made things worse, for I felt that you were not paying attention or that you couldn't "take" the speech block. For days after this experience I was depressed, my speech difficulty worse than ever.

By the way, is Mrs. Ray still around? I wish she had been my teacher throughout the years. Her way of asking questions was so unusual that even I was able to speak up. She frequently asked for volunteers, and never cared

(Continued on Page 44)

Censorship—Evil or Safeguard?

A troubling enigma

JOE MILLER

Reprinted from *The Kiwanis Magazine*

ONE of the most complex and controversial issues on the American scene today is that of censorship. Nineteen-fifty-three was a record year for local censorship in the United States. In fact the subject aroused so much attention that President Dwight D. Eisenhower felt it necessary to express his own views on it.

"Don't join the bookburners," Mr. Eisenhower advised the Dartmouth College graduating class. "Don't be afraid to go in your library and read every book as long as any document does not offend your own ideas of decency. That should be the only censorship."

The President's remarks keynoted other statements of like nature from many leaders in both political parties, from newspapers and from spokesmen of every economic stratum of society. "It is our belief," Vice-President Richard M. Nixon told the American Legion convention, "that the best way to combat a fallacious idea is through exposure and not suppression."

The American Bar Association declared: "Our people should not be denied the right to read anything, not obscene or otherwise illegal, which may be published."

Yet despite this influential body of opinion, the issue remains as a troubling enigma. For censorship exists in various forms throughout a wide range of our society. A number of organizations sometimes attempt to restrict the content of mass media, such as movies, television and literature. The fact is: today there is an increasing tendency for many groups, when confronted with something that they strongly object to, to try to

prevent free access to it. The result is that more and more people are being told what they can read, see and hear.

The issue is disturbingly complex and does not lend itself to pat generalizations. But if one can judge from the statements of their leaders, most Americans have no use for European-style censorship.

"The smoke of burning books, like the smell of midnight oil in the re-writing of history by Nazi or Soviet historians . . . offends American nostrils," the American Bar Association said.

Why, then, the disturbance? The answer lies in the immense changes that have occurred in our time. In the last fifty years, the world of ideas has been expanded with lightning speed. The unprecedented growth of movies, radio and television, the expansion of publishing in the paper-bound book and magazine fields have brought a staggering range of ideas to countless millions of people.

Another contributing factor has been the mounting world tension during the last five decades. There have been two great global wars. Communist tyranny has spread like cancer through the world. And on the domestic scene, changes in public morals, rising juvenile delinquency and crime rates and other things have caused a vast disturbance in our way of thinking. These changes have quite naturally caused uneasiness which sometimes results in efforts to suppress rather than combat through positive, constructive means.

"New problems arise," writes Margaret Mead, the noted sociologist, "when radio or TV can be turned on downstairs in the living room while mother is upstairs

with the new baby; when books that once had to be carried out under the watchful eye of the village librarian or bought for three or four dollars from a meagre allowance can be bought quickly, surreptitiously for a quarter in a drug-store or in a crowded railway station."

This ease of access is perhaps the nub of the problem. For it explains why many people and groups, while despising Nazi-or Soviet-style censorship, feel that it is necessary to try to curb the excesses that have been allowed under the principle of "freedom of thought."

The action of delegates representing twenty-four countries in the United Nations Educational, Scientific and Cultural Organization is perhaps indicative of the wide range of feeling on the subject. UNESCO has been bitterly attacked for being "too liberal." Yet this influential UN body has proposed the establishment of a special international UNESCO committee with branches in all member countries. Its purpose: to urge the various governments to ban publications likely to "exercise a harmful influence on the upbringing and development of children." Recognizing the inherent danger of censorship, UNESCO has expressed unanimous opposition to any brand of political or news censorship, however.

The widespread worry over comic books and smutty literature seems justified in the light of the tremendous circulations enjoyed by these twilight publications. There are well over 50,000,000 comic books sold in the US every month to children and adults.

"A great many of them make open appeals to sex, crime and sadism," contends David C. Cook of Elgin, Illinois, president of the world's largest non-denominational religious publishing house. "This situation has many times given rise to instances in which the impressionable minds of children have been corrupted."

On top of this the monthly circulation of 'girlie' and semi-obscene magazines and twenty-five cent paper-bound books dealing with prostitution, perversion and

crime amount to many millions every month. "These publications can be purchased by young children in practically every city, town and hamlet in America," declares Congressman E. C. Gathings of Arkansas, who was chairman of a special subcommittee of Congress investigating pornographic materials.

Notice that Mr. Gathings said *practically*. The reason that he did is because Kiwanis International and other organizations have recognized the danger that results when freedom of the press is used to shield unscrupulous publishers who are making huge profits at the expense of the nation's morals. Across the nation individual Kiwanis clubs are acting to curb the unrestrained distribution of obscene literature and crime-horror comic books to children. A few examples:

Sparta, Wisconsin, Kiwanians have distributed a classified list of comic books to Sparta residents. The list shows whether the books are suitable or objectionable for juvenile reading. As a result Sparta Kiwanis has won the co-operation of newsstand operators in removing the objectional comic books from their stands.

Hamilton, Ontario Kiwanis has sponsored, through the Associated Service Clubs of Hamilton, a collective stand against the sale of undesirable magazines and literature to teen-agers.

Fayetteville, North Carolina Kiwanis has helped the community form a committee for "The Prevention of Sale of Harmful Comics."

These actions are indicative of what Kiwanis clubs in the US and Canada are doing to combat the plague of indecent literature, a pestilence which Dr. James R. Angell, former president of Yale, has termed "the flood of corruption which flows from the pornographic press."

Now it is reasonable to ask: are efforts of this nature creating the widespread worry about censorship?

This question can be answered with a qualified "no." In all their statements criticizing the growth of local censor-

ship in the US, each one, from the President on down, has carefully excepted "obscene literature."

Why, then, the worry? Briefly, many book publishers and other protectors of America's "freedom to read" tradition fear that inexperienced but well-meaning people may "go too far" and confuse pornography with legitimate publications.

"The judgment of the censors often merge," says Frank K. Kelly of the American Book Publishers Council, "so that pornography becomes communistic or subversive, or vice versa."

To support this thesis, the book publishers point to a number of incidents both at home and abroad. In Ireland the Censorship of Publications Act originally was passed to curb "indecent" literature. Gradually, however, the Censorship Act was expanded to gather in other types of publications, including the works of front-rank world authors.

In 1953 alone, 765 books were banned in Ireland. In addition many periodicals and newspapers, both English and American, were outlawed. Thus, the result of the Act has been censorship of a wide scope and far beyond its original intent.

Could this happen here? Book publishers say that without an aroused public opinion it could indeed. They point to these recent examples.

In Illinois the Secretary of State issued an order against "salacious books," which resulted in 5,000 books being banned by the state library. Included in the list were such books as *Thunder Out of China*, which is unpopular in some political circles, volumes on sex education and adolescence and a book on biology, approved by the Girl Scouts.

Public furor and newspaper opposition to the order forced its complete revision. The new directive suggests that more care be taken in the circulation of many books so young people will be protected from smut.

In Milwaukee the city's district attorney attempted to ban three well-known novels, *From Here to Eternity*, *The Naked and the Dead*, and Ernest



"This is really simple . . . now let me see . . . A has five apples . . . B has eight bananas . . . C has four plums . . . A gives B two apples . . . B gives C five bananas . . . then B gives A . . ."

Hemingway's *To Have and Have Not*. He was forced to withdraw the edict after spirited criticism from the Milwaukee *Journal* and many civic leaders.

In Youngstown, Ohio, the chief of police attempted to set himself up as the local censor of books. But federal judge McNamee issued a ruling restraining him, an order which drew praise from newspapers throughout the country. Typical was the comment of the *Omaha World Herald*:

"Any censorship is risky. And it is especially so when carried out by someone with no special qualifications for the job. The duty of the police is to arrest law violators, not to issue directives to the people."

In San Antonio, Texas, an attempt to brand some 600 books in the local library as "subversive" was defeated by the library board.

The Chicago *Sun-Times*, in pointing out the wide pattern of these censorship attempts, noted that "in almost every incident, public opinion forced

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A simple definition of public relations is being good and getting credit for it.

Many school officials are able to organize and administer a good school program, but some of them fall down on the second part of the definition. They fail to get credit for it. This could result from lack of knowledge regarding communication techniques, and disregard for a most effective medium readily available—the school newspaper.

Why do some school administrators overlook the possibilities of the school newspaper? Because they think the only reason for having a school paper is to train inexperienced pupils to write in the journalistic style. They do not recognize the fact that parents, merchants, labourers and professional people in the community read the paper

up bits of information from hearsay, but quite likely what they hear is unreliable. Not so with the school newspaper. Students, when well-trained, can write with accuracy, and most of them do. Consequently, when a school paper reaches the hands of the local barber, or druggist, or feed merchant he is going to read it with interest.

There is no question but that the parents of school children read the school papers. Surveys made along this line reveal that better than 80 percent of the parents read each issue of the school paper. The percentage is even higher among parents whose children are on the staff. Many parents depend upon the school paper for announcements of parent-teacher meetings, school entertainments, athletic events, scholarship lists, news about changes in the faculty, and social events like mother-and-daughter teas. The paper is

The School Paper Is A Public Relations Medium

as well as the students. Quite likely they have never taken a survey to discover how widespread the readership of a school newspaper can be.

The school newspaper is a unique publication. Every reader knows it is published by amateurs, but that does not detract from its appeal. Rather, it aids in interesting readers. It has a following like the football team, nurtured by local pride and supported by local advertisers.

All taxpayers are school patrons whether or not they have children in the schools. They are interested in what the schools are doing, for their money makes the program possible. Unless they attend all board meetings, unless they visit the schools and talk with principals and teachers, they have few ways of learning what is going on.

They may read the town paper, but the great bulk of the local newspaper is devoted to other matters. They may pick

a direct link between the home and the school.

School papers can even help as a medium of information at the time of school elections. Here is part of a story that appeared in *The Beacon*, student paper at Mount Baker high school, Deming, Washington.

10 MILL LEVY TO PROVIDE FOUR NEW SCHOOL BUSES

Safe, modern school buses will replace outdated equipment in the Mount Baker district if voters at the November 4 election approve a 10-mill levy.

Nine of the 17 buses now being used are more than 11 years old, according to William I. Castles, superintendent of District 507.

The proposed levy will provide adequate funds for the purchase of four new 58-passenger coaches.

"Unless replacement buses are

Howard M. Brier is a staff member of the Division of Journalism, University of Washington. Mr. Brier was consultant in education writing for the ATA workshop for two years. This article is reprinted from *The School Executive*.

available soon," Castles said, "the Mount Baker district will be faced with a major transportation problem.

"We are more dependent than most districts on motor vehicles," the superintendent continued, "for about 95 percent of the pupils in the Mount Baker school district travel by bus. To serve these young people, buses must cover 785 miles a day on roads that are often in poor condition."

The school levy, if approved, will raise \$38,000. This amount will be used to replace equipment now considered unsafe by district maintenance men.

Passage of the levy will also make it possible to secure reimbursing funds from the state, which, over a period of ten years, will return 90 percent of the \$38,000 to the district.

The above news story was a 'clear statement of fact. The administration was making good use of the school paper as a public relations medium. The story was of interest to students as well as patrons, and it played its part in securing the desired results. The levy passed by a large majority.

The school paper is not just a bulletin board, nor should it be controlled to the extent that nothing unfavourable to the schools is allowed to be printed. Some administrators encourage student reporters to attend school board meetings to report the proceedings objectively. This is good training for young people as it gives them a sense of community responsibility.

Don't neglect the school newspaper. It is the hub around which much of the school activity revolves. It is a laboratory course in English, and it should have as good equipment and as

much attention as a laboratory course in science.

Teacher-journalist a public-relations help

If the teacher in charge of the school newspaper has been selected with some regard to his qualifications in the field of journalism, it is possible that the school already has on its staff a person capable of planning and carrying through a public relations program. Professional training in journalism, or practical experience as a newspaper reporter, often serves as good preparation for the wider field of communications. Your journalism teacher might well be the public information officer for your school system.

But in many cases such preparation is not a part of the journalism teacher's background. This particularly is true when journalism is handed to an English teacher with instructions to get a book and read up on the subject before next semester.

If the journalism teacher is selected in such a careless manner it is apparent that anyone in the system is as well trained to handle public relations as the news writing teacher. Without an expert on the staff, the responsibility falls upon the superintendent or principal.

The school newspaper reflects the school. A poorly-run school seldom publishes a good newspaper, but a well-run school generally produces a paper that is a credit to the students, the faculty and the administration. You are fortunate if you have a good school newspaper, and you are doubly fortunate if you have a trained journalist on your teaching staff. If such is the case, make the most of it, for planned public relations is the best counterattack for unjust criticism.

Important reading for everyone

Alberta Advisory Committee on Educational Research

G. M. DUNLOP

Faculty of Education, University of Alberta

AN Advisory Committee on Educational Research has been organized with two members from each of the Department of Education, the ATA, the Home and School, the Trustees' Association, and the Faculty of Education. The chairman is Dean H. E. Smith.

The Advisory Committee is broken into an Executive Committee, a Finance Committee, and a Research Projects Committee. The Finance Committee, headed by Kim Ross, is concerned with financing and publication of research. It is also active in the recruitment of members and subscribers. The Research Projects Committee will gather suggestions for future research.

The Faculty of Education Committee on Educational Research has been organized with the following personnel: Dean Smith, chairman; Dr. G. M. Dunlop, director; and Doctors H. T. Coutts, H. S. Baker, W. D. McDougall, and J. Gilles, as well as Dean Smith and Dr. Dunlop, as members. Dr. Baker will serve as editor, and Dr. S. C. T. Clarke will become assistant director and member of the Committee.

The financial position of the Committee warrants commencement of publication in the near future. The University has contributed \$2,000.; the ATA, both provincial and local, has contributed about \$3,000. Further grants in aid are expected from the trustees, the Department, and the defunct Alberta Education Council.

A sufficient body of worthwhile research has already been completed to insure publication of a quarterly Jour-

nal on Educational Research during the year 1955. The extensive Reading, Language-Arts study, together with many extremely valuable smaller studies, insure an abundance of material adequate for four issues.

The writing of the Journal articles has been planned and in part is underway. There is no reason why the material for the first issue should not be available by January 1.

With the laborious preliminaries of organizing the research program behind us we must seek funds to guarantee the continuing work of the Committee. We are fortunate in having the University's grant of \$2,000. a year for five years. This gives us a breathing space in which we may hope to build up a reserve for the future and carry us over the time during which our subscription list increases. It is hoped that the subscription will be in the vicinity of \$4 per year. Our financial plan involves a current fund and a foundation fund invested in bonds.

The most impressive gesture of faith in the new organization will be the making of substantial contributions toward financing the research movement. It is hoped that locals of the Alberta Teachers' Association will contribute generously. For the time being, contributions should be made payable to the Alberta Teachers' Association and sent to the Head Office in Edmonton. Each contribution should be clearly directed either to the current account or for investment in the foundation fund.

Amendments to By-law No. 1 of 1948

Board of Administrators, Teachers' Retirement Fund

1. *By-law No. 1 of 1948* is amended by substituting for the words "per centum" wherever the same occurs in the said By-law and every amendment thereto the words "per cent."

2. Section 9(e) of the said By-law is amended by substituting the word and letter "section 8" for the word and letter "clause 8" where the same occurs therein.

3. Section 14(g) of the said By-law is amended by deleting the section and substituting therefor the following.

"14(g) Provided nevertheless that if the teacher's age at the date of his (or her) death exceeds fifty years, and being male leaves him surviving a widow or being female leaves her surviving a dependent widower, the sums provided in (a) shall not be paid but there shall be paid to such widow or such dependent widower, as the case may be, in lieu thereof, a pension of the same amount as if the teacher had immediately before his (or her) death been granted a pension payable during the joint lives of the teacher and his (or her) spouse, which after his (or her) death shall continue to be paid in the same amount to the survivor for her (or his) life in accordance with Section 9(c)(iii)."

4. *By-law No. 1 of 1948* is amended by deleting Section 15 and substituting therefor the following.

"15(a) The Board shall enter into a reciprocal agreement with the *Public Service Pension Board* appointed pursuant to *The Public Service Pension Act* in the terms of a memorandum of agreement bearing date the twenty-seventh day of July, 1954, for the purpose of transferring any credits to which any person may be entitled who is being transferred to or from employment of the Government of Alberta from or to the employment of

the employer of a teacher within the meaning of *The Teachers' Retirement Fund Act*; and may from time to time by resolution agree to any amendment, substitution or revocation of the same or any of its terms.

(b) Upon receipt by the Board of a payment and a statement pursuant to the terms of the memorandum of agreement in respect of a person transferring from employment in the Department of Education of the Government of Alberta to employment as a teacher, the years of pensionable service shown in the statement shall be pensionable service of that person for the purpose of this by-law, and he shall be deemed to have duly contributed to the *Fund* for such period and shall in all other respects be subject to the provisions hereof.

(c) Any person who, having been a contributor to the fund, has heretofore transferred to the employment of the Government of Alberta and has been refunded his contributions to the fund may, after the Board has received written notice from the *Public Service Pension Board* pursuant to Section 2(a) of the memorandum of agreement and prior to the thirty-first day of July, 1956, repay the amount of his contributions so refunded with interest thereon at three per cent per annum from the date of refund until the date of payment; and thereupon such person shall be fully reinstated in the *Fund* for the purposes of the memorandum of agreement.

(d) The Board shall do and cause to be done at all times all such acts and things as may be necessary or desirable for the carrying out of its obligations under the said memorandum of agreement and any modification thereof."

PR and Professionalism

FRED J. C. SEYMOUR

PUBLIC relations has been stripped of much of its glamour and its mysticism by the close scrutiny of those ingredients which produce good public relations. Someone has said, "Public relations is 90 percent doing good and 10 percent talking about it." Another has said, "The pupil is the school's best advertiser." The National School Public Relations Association has published a booklet for teachers called, "It Starts in the Classroom." There is no substitute in educational public relations for good teaching.

As the pupil thinks of the school

Many schools, school systems, teacher organizations, and other groups have begun to realize the enormous impact of the student-teacher relationship in determining the public's attitude to the schools. They are conscious of the need to impress on teachers the fact that, as the pupil thinks of the school, so the parent reacts to the school. Teachers working in what they think is the isolation of the classroom are actually showing their professionalism or lack of it to the homes from which their pupils come.

In the growing realization that the loose talk, the careless phrase or action of one teacher may affect the public's regard for all teachers, educators are beginning to take a closer look at professional behaviour and pupil-teacher relations.

Staff PR meetings

One of the most interesting developments in this new consciousness of professional pride is the staff PR meeting. Here the teachers, in group discussion, survey the homework problem. They take another look at the school's regu-

lations to determine whether the community understands them and the reasons for their existence. The teacher or the principal who, thoughtlessly, told his class that girls cannot wear slacks to school now begins to wonder what the parent reaction to arbitrary directives will be. The staff will find the need to prepare parents for such things as field trips, extra-curricular activities, disciplinary methods, and many other aspects of the school life that have never concerned them before.

Inter-staff relationships

The principal, vice-principal and other administrative heads become aware that staff goodwill depends primarily on understanding. In the developing chain of concern a unifying spirit of concern for others spreads through the school and through it to the community.

Local associations can help

Local associations embarking on public relations programs learn that worthwhile activity is continuous rather than periodic. They learn that publicizing research, surveys, and good teaching practice is the essence of a good program. Good teachers and good teaching is good copy for the newspapers and for the local coffee circle. They also learn that there may be a problem teacher whose actions are creating ill-will towards the whole profession. They can find more problems than answers.

Out of this concern there can be developed valuable attitudes and projects. Some local associations maintain public relations committees which conduct workshop sessions in the local or sub-local groups. Other committees act as

(Continued on Page 44)

President's Column



From time to time members of our Association have stated that our paid officials have too large a voice in the determination of Association policies. This criticism may, in some measure, be justified—but, if it is justified—then the fault can be placed squarely on the members of the Association.

The average term served by members of the Executive Council over the past twenty years is about two years, with very few having served terms of four years or more. In many instances, yearly elections have resulted in half of the members of the Executive Council being new to that body. This means that when the Executive considers a problem the new members must be provided with pertinent data and history. If there are no executive members of long experience this information must be provided by the paid officials of the Association. Decisions are made on the basis of the information provided, and our officials are open to the charge of unduly influencing Association policy.

This situation results from the inexperience of Executive members and is not in the best interests of the Association. Firstly, it places too heavy a responsibility on the shoulders of our paid officials and, secondly, it makes it im-

possible for the Association policy to be determined by a larger body of experienced Executive members. (It takes more than one year to become acclimatized to the rarefied atmosphere of that august body.)

But this situation will continue to exist for as long as geographic districts continue to change their representatives at every given opportunity. As a move to guarantee longer terms of office, last year's Annual General Meeting voted that in the future geographic representatives shall occupy office for two years. This is certainly a move in the right direction. But does it go far enough?

In the past, various local areas in a geographic district have agreed to have their representatives elected, in turn, from the various areas. It is all very well to have each area given its turn at representation, but those supporting such a policy take no cognizance of the effect it has on the Executive Council—a succession of district representatives of little experience sitting on that body.

I would like to recommend that local areas subordinate their desires to the good of the Association and that, when their district has a good representative, they consider, not one two-year term, but two of them. This would result in a strong Executive Council to handle the affairs of the Association and would ensure that interpretations of policy do not vary from year to year.

These arguments with respect to the Executive Council apply equally to our Annual General Meeting—our policy-making body. Experienced councillors are a necessity at that meeting if it is to decide Association policy in accordance with your wishes.

So I urge you to plan for a large measure of continuous service from your geographic representative and your councillors. And keep in contact with them by inviting them to your meetings.



The Alberta Tuberculosis Association announces

The Sixth TB Essay Contest

for Alberta Schools

- ? The Subject—"Public Health and TB in Alberta"
- ? Who can enter—All Classes in Grades VII to XII
- ? Prizes—Over \$1,000 will be awarded to winning schools
- ? Material—Supplied free to schools

Many teachers have made valuable use of the Annual TB Essay Contests. It provides excellent group activity in Health, English or Social Studies.

Complete information is in the mail. If you have not received yours, clip and mail the coupon below.

All Entries must be in the mail by **December 23, 1954.**



Alberta Tuberculosis Association
7004 - 109 Street
Edmonton, Alberta

Please send particulars re: Sixth TB Essay Contest.

Name _____

School _____ Grade _____

Address _____

Christmas Seals Fight Tuberculosis



Official Bulletin, Department of Education

No. 164

Requirements for the High School Diploma

Some difficulties are being experienced in meeting the Science requirements for the high school diploma (Senior High Handbook, page 21, item 2 [d]) especially in the case of students taking commercial courses. Item (d) is hereby removed from the list of minimum requirements. The Department is of the opinion, however, that it is desirable for most students to take at least one Science course during their high school program. Accordingly, principals are advised to urge every student to take such a course unless there is good reason why he should not do so.

Physical Education—Dancing

It is the opinion of the Department of Education that rhythmics, folk dancing, tap dancing, and social dancing, although minor sections of our Physical Education courses, serve a desirable and useful purpose for the majority of Alberta students. However, it is the wish of the Department of Education that the inclusion of any type of dancing in Physical Education will not embarrass anyone.

Where the principal has reason to believe that dancing would be objection-

able to the majority of students or parents, its exclusion from the program might be considered.

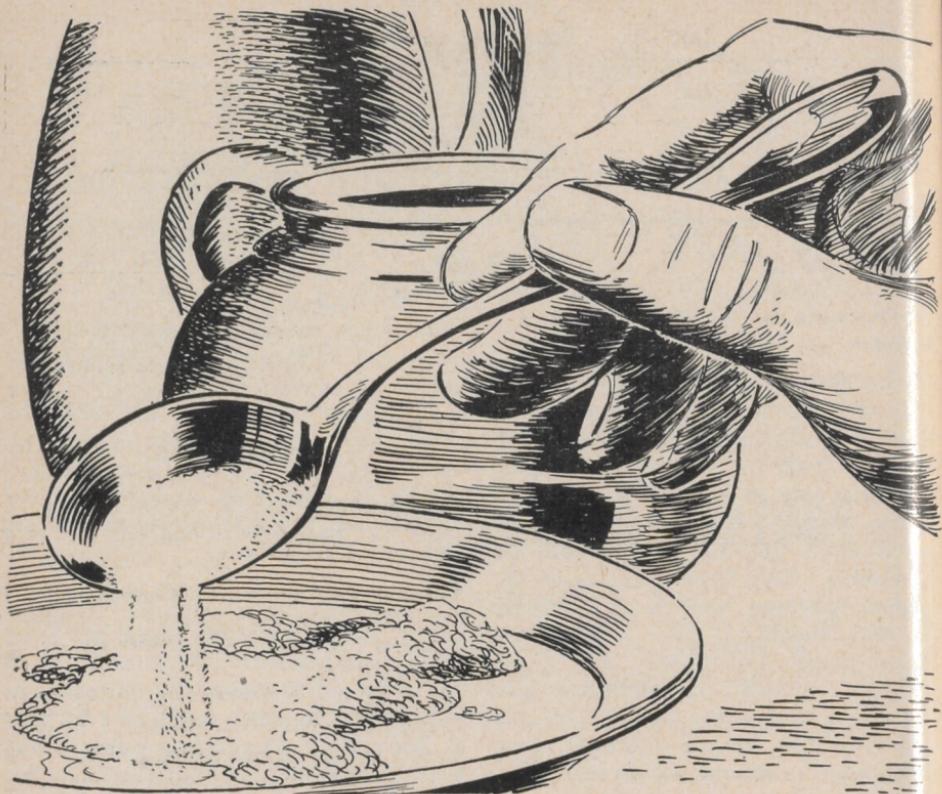
Principals may excuse students who object to dancing from the dancing activities of the Physical Education program. In such cases students will not be deprived of standing and credits for Physical Education.

Teacher Exchange with Germany

The Department has been informed by a representative of the Embassy of the Federal Republic of Germany at Ottawa that it would be pleased to have a few young Canadian teachers take teaching positions in West Germany for a year or two for the purpose of enhancing their knowledge of German so that they may be able to improve their instruction in the German language in Canadian schools; if desirable, an exchange of teachers could be made. No financial assistance will be given to teachers seeking this opportunity, but the Embassy would be pleased to provide detailed information and to facilitate arrangements. Interested teachers should write directly to the Embassy of the Federal Republic of Germany, Ottawa.

Four Teachers Earn Over \$7,524 a Year

Only 168 of the 68,963 teachers in schools in nine provinces (Quebec excluded) earned over \$6,524 last year. All were men and 82 were in Ontario, 77 in British Columbia, 7 in Manitoba and 2 in Alberta. Of these, 45 (24 in Ontario, 21 in British Columbia) earned from \$7,025 to \$7,524, and 4 (3 in Ontario, 1 in British Columbia) were paid from \$7,525 to \$8,024.



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Better schools are the result of planned, two-way communications between the school and the community it serves. This book makes a convincing case for taking the community into partnership in planning improvement in our schools.

The Adventure of Whaling

Frank Crisp, *The Macmillan Company of Canada Limited*, Toronto, pp. 143, 85c.

This book describes the whaling industry with special attention to the types of whales and methods used in attacking them. The writing style is documentary and will appeal to boys from ten to fifteen years of age particularly.

Educating for American Citizenship

32nd Yearbook, *American Association of School Administrators*, Washington, D.C., pp. 615, \$5.00.

This book has been prepared to provide reference material for a broad program in citizenship training for American schools. It is divided into four parts dealing with urgency and aims, setting for citizenship education, instruction for citizenship, and looking ahead.

Helping High School Students to Read Better

Elizabeth A. Simpson, *Science Research Associates*, Chicago, Illinois, pp. 146, \$3.60 cloth.

This is a manual for teachers and administrators. The book offers practical suggestions to teachers for assisting slow, average and superior readers. It also recommends materials and methods for setting up reading improvement courses. Concrete methods of organiz-

ing an all-school reading program are proposed on the assumption that every teacher is a teacher of reading.

School Boards and Superintendents

Ward G. Reeder, *The Macmillan Company of Canada Limited*, Toronto, pp. 254, \$3.50.

The author analyzes the relationships between school boards and their superintendents. He endeavours to departmentalize the fields of concern in which trustees work. The book, although written primarily for American school board members, should interest Canadian trustees because of the similarity of responsibilities.

Chapters are devoted to the position of the school board member, organization and meetings of the board, working with the superintendent, financial support of schools, making a school budget, planning and financing school buildings, use of school buildings, repairing and insuring buildings, school consolidation and pupil transportation, curriculum and teaching procedures, selection, pay, and tenure of teachers, health and safety work, the school and public relations, and other topics.

Group Fun

Catharine Conway Reiley, *Dodd, Mead and Company (Canada), Limited*, Toronto, pp. 342, \$4.50.

Dealing with theory and practice of group leadership for girls, this book discusses leadership problems and techniques. Most of the book is devoted to selected activities for girls including games, music, dancing, dramatics, arts and crafts, campcraft, nature and conservation, hiking, and outdoor cooking. The book is well illustrated.



Winnipeg, Manitoba,
October 15, 1954.

To the Editor:

Attached hereto is a memorandum outlining reduced fare arrangements which have been authorized by this Association for teachers and students of Canadian schools and colleges in connection with the Christmas and New Year holidays.

It will be appreciated very much if you can include mention of these reduced fare arrangements in the next issue of your teachers' publication.

A supply of teachers' and students' vacation certificate form 18W is being supplied to the secretary-treasurer of each school district in Alberta for distribution to those schools under his jurisdiction.

Yours truly,

ROY H. POWERS,
Vice-Chairman,
Canadian Passenger Association.

Reduced Fares—Teachers and Students—Christmas-New Year Holidays, 1954-1955.

The following reduced fare arrangements are authorized.

On surrender of Canadian Passenger Association teachers' and pupils' vacation certificates, Form 18W, round trip tickets will be sold as follows.

Territory

- (a) Between all stations in Canada, Port Arthur, Ont., and Armstrong, Ont. and west.
- (b) From all stations in clause (a) above to stations in Canada, east of Port Arthur, Ont., and Armstrong, Ont.
- (c) From all stations in clause (a)

above to the following stations in the United States:
Michigan—Detroit, Port Huron and Sault Ste. Marie only;
New York—Buffalo, Black Rock, Suspension Bridge, Fort Covington, and Rouses Point only;
Vermont—(a) Norton, Island Pond, Highgate Springs and East Alburgh, (b) Stations Richford to Newport inclusive.

Fares

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Normal one-way first class, coach class, intermediate class or special coach class **fare and one-half** ($1\frac{1}{2}$) for the round trip adding when necessary to make fare end in 0 or 5. **Minimum fare 30 cents.**

(b) Children

Under five (5) years of age, when accompanied by parent or guardian will be transported free.

Five (5) years of age and under (12) years of age, half the fares authorized for adults sufficient to be added when necessary to make child's fare end in 0 or 5. **Minimum fare 30 cents.**

Twelve (12) years of age and over, will be charged the adult fare.

Dates of Sale

Tickets to be sold good going from Wednesday, December 1, 1954, to 12:00 o'clock noon, Saturday, January 1, 1955.

Return Limit

Tickets to be valid for return leaving destination not later than 12:00 o'clock midnight, Tuesday, January 25, 1955.

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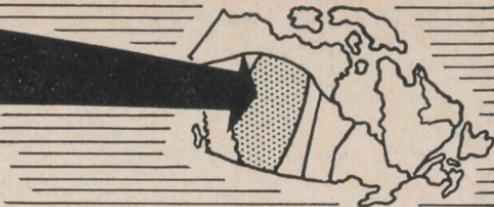
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NEWS

from
OUR LOCALS



Local and sublocal news received on or before the twentieth of any month is published in the next month's issue. Correspondents should submit copy on manuscript paper either typewritten or in longhand. Names of all persons should be accompanied by initials. Reports should be not longer than 150 words. All material is subject to editing.

Andrew Sublocal

The sublocal held its reorganization meeting on October 16 in the Andrew School. Officers elected for the year were: P. W. Huculak, president; H. Pawluik, vice-president; and Mrs. K. Buchkowsky, secretary-treasurer. Topics discussed were group insurance, the fall convention, and a first aid course. Members were entertained by whist and refreshments.

Bon Accord-Gibbons Sublocal

Officers for the coming year were elected at the September meeting of the sublocal held at Bon Accord. Eugene Bodnarchuk is the new president; William Coward, vice-president; and Olga Melnychuk, secretary-treasurer. Other officers are Charles K. Vogel, councillor, and Mrs. Dora Jackman, reporter.

Twelve teachers were present at the October meeting, at which it was decided to order several magazines for the use of teachers in the classroom. The track meet, which was to have taken place on October 8, was postponed indefinitely because of the adverse weather conditions.

Clive-Satinwood Sublocal

Ten teachers attended the organizational meeting of the sublocal held in the Clive School on September 30. The officers elected for the ensuing year

are: Donald Bright, president; W. David Thomas, vice-president; Gwen L. Meldrum, secretary-treasurer; Allan Schindeler, councillor; and Mrs. K. Stearns, press correspondent. Meetings of the sublocal will be held on the fourth Tuesday of each month and will alternate between Clive and Satinwood.

Discussion at the October meeting held at Satinwood concerned the sublocal program for the year. It was decided that the schools of Clive and Satinwood would handle the sale of poppies, on a non-profit basis. The Satinwood teachers served refreshments following the meeting.

Coleman Sublocal

Election of officers was the chief business at the organizational meeting of the sublocal. E. Mascherin is the new president; Mrs. Frances Bond, vice-president; and Laura Johnston, secretary-treasurer. Councillors are Mrs. Grace France and Mrs. Lena Oelke. Mrs. Gwendoline Cousins, Mrs. Olga McDonald, Mrs. G. Montalbetti, J. T. Kryczka, Steve Ondrus, and Raymond Spillers are the members of the negotiating committee.

Foothills Local

A meeting of the local was held at the Okotoks School on October 19 under the chairmanship of Harold Ritchie of High

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The members decided to set a regular meeting date for local meetings and a program committee will be named at the next meeting to be held in Calgary on October 29. Group discussions are planned and teachers were requested to submit their ideas and suggestions.

Hayter-Provost Sublocal

The teachers of the sublocal met in Provost on September 23 to reorganize for the 1954-55 school year. About twenty members were in attendance. Elections for the new executive took place with the following results: Frank Ackerman, president; Mrs. Edith Harper, vice-president; Minnie Bosch, secretary-treasurer; and Caroline Rehmann, press correspondent. Convention plans were discussed.

Girouxville-McLennan Sublocal

The sublocal met in Jean-Coté for their second meeting of the year. Regular ATA sublocal business was discussed at the beginning, and group discussions concerning the active part our sublocal plays in our professional organization followed. A review of our aims and objects, our achievements and less successful ventures, proved of immense interest to all.

One of our members who attends meetings infrequently praised profusely the manner in which our meeting was conducted. She was very pleased to see the interest in professional problems. Every possible means should be used to show our absentee-members that sublocal meetings are worthwhile.

Next month's meeting will be held in the Benoit School.

Grande Prairie and Spirit River Locals

The thirty-second annual convention of the Grande Prairie and Spirit River teachers was held in Grande Prairie on October 4 and 5. Also in attendance were teachers from East Smoky School Division.

Among the consultants and speakers were: Mrs. Beth Norgren, Doctors W. D. McDougall, R. E. Rees, A. R. Schrag, and K. H. Thomson, and Messrs. H. E.

River. Stanley Norris of Cayley was elected as the president, succeeding R. H. Cunningham of High River who is now a member of the staff of the Institute of Technology and Art in Calgary. Mr. Cunningham's departure from the local is much regretted by all the members. Douglas Pakenham of Blackie was named as vice-president, and Mrs. Edith Ritchie as secretary-treasurer. Mrs. Ritchie and F. P. Van Tighem of Okotoks were appointed as councillors. Mrs. Elda Robinson of Okotoks and Mr. Van Tighem were named as the convention committee. The educational research committee will consist of Mrs. Joyce McPheeters of Cayley, Harold B. Gish of Nanton, and Norman Ray of High River. Miss Helen McKay, Okotoks, was appointed to the public relations committee. Mrs. Annie Jensen of Blackie and Mr. Van Tighem were re-elected to the salary negotiating committee; elected for this year were Paul Kunz of Stormount School, Miss Noreen Koob of Okotoks, and Mr. Norris. John Gillanders and C. V. Diggy of Blackie were named as auditors.

Balfour, G. L. Berry, S. W. Hooper, H. A. MacNeil, W. D. McGrath, N. G. Paton, F. J. C. Seymour, and R. M. Ward. Dr. Fred P. Barnes of the University of Illinois was the ATA guest speaker. Chairmen for the sessions were R. E. Bean and Ethel Fildes. The workshop technique was used in the group sessions.

High Prairie Sublocal

The sublocal held its first meeting of the current school year at the High Prairie School on September 27. Elected to the executive were: Mrs. I. Richmond, president; V. Moskal, vice-president; Margaret Price, secretary-treasurer; B. R. Lysiak, councillor; and Kate Krupka, press correspondent. The members were then divided into sub-committees, and a tentative program for the coming year was planned. It was decided that the sublocal entertain the divisional board and administrators at a buffet supper following the next board meeting.

Killam Local

The new slate of officers for the local, elected at the annual meeting held in Camrose during the convention, is as follows: H. E. Carroll, president; R. J. Leskiw, vice-president; and G. D. O. Carr, secretary-treasurer. Councillors are John Voloshin and D. T. Walmsley. E. Halina was elected as alternate councillor. Members of the bargaining committee are R. Bohme, M. S. Hooper, and R. A. Omoe for one year, and G. Rancier, H. A. Stuve, and R. J. Leskiw for two years. Mr. Rancier was elected to act as an interpreter for complaints.

The Highway No. 13 Sublocal was recently reorganized with the following teachers in charge: G. D. O. Carr, president; D. T. Walmsley, vice-president; and R. A. Omoe, secretary-treasurer.

The Forestburg Sublocal is guided by the following executive: Joe Lencucha, president; R. J. Leskiw, vice-president; Kathleen Pescod, secretary-treasurer; and Sam Stewart, press correspondent.

The education club is active in the local with Superintendent Ottar Massing as president.

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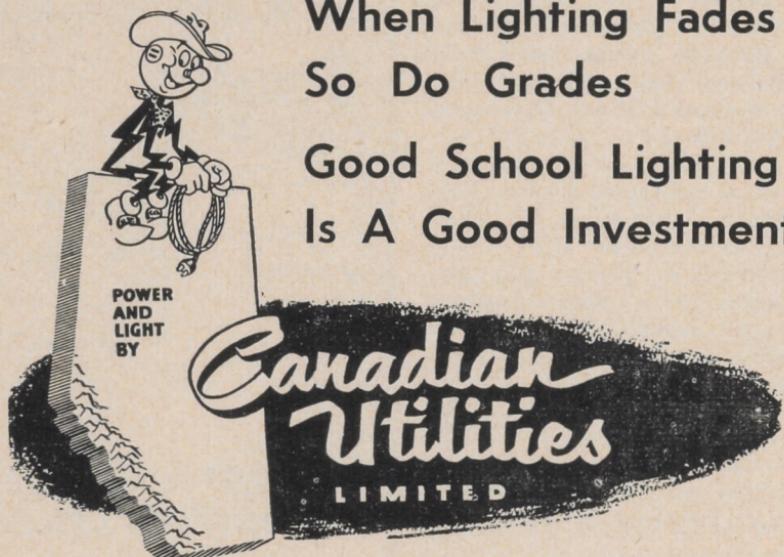
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Lac la Biche Local

The annual convention of the Lac la Biche School Division was held at the Dr. Swift School on October 18 and 19. More than fifty teachers were present. Fort McMurray teachers also attended the convention this year. Rev. Father McGrane gave the invocation, and Mr. M. Maccagno, deputy mayor, welcomed the teachers on behalf of the town. Mr. J. Williams brought greetings from the divisional board.

Speakers included: Dr. H. T. Coutts and Miss Dorothy Lampard from the Faculty of Education; W. E. Frame, Chief Superintendent of Schools; H. A. Kostash, superintendent of the Smoky Lake School Division; Eric C. Ansley, the general secretary-treasurer of the Alberta Teachers' Association; and M. Skuba, ATA geographic representative.

Members were entertained by a banquet and dance on Monday night. Guest speaker was W. E. Frame.

Officers for the local during the com-

ing year will be: N. Myskiw, honorary president; F. McMillan, president; L. Paquin, vice-president; and Sister A. Blais, secretary-treasurer.

Lamont Local

At the October 7 meeting of the local the following slate of officers was elected: S. Ruzycski, president; Alex Hupka, vice-president; Hope Chomlak, secretary-treasurer; and N. F. Tkachuk, press correspondent. Mrs. Helen Wilinski, Eric G. Hale, and Harry Babiy are on the social committee; Edwin Batiuk will be responsible for nominations, and Mr. Hupka, for resolutions. The next meeting will be held on December 2.

Okotoks Sublocal

Mrs. Elda Robinson was elected as the president of the sublocal when the first meeting of the year was held on September 29. She succeeds Mrs. Patricia Palmer. Miss Noreen Koob was named as the secretary-treasurer. Plans for

future meetings were discussed. The agenda will include guidance discussions, teacher-training films, book reviews, etc. A welcome was extended to new staff members, including Mary Murphy from Nova Scotia, Mrs. Daisy Anderson, and John Gillanders.

Ponoka Local

At a meeting of the local held in Red Deer during the recent convention, the following slate of officers was elected for the coming year: Russell Petterson, president; Albert Uhl, vice-president; Mrs. Ruby Hurley, secretary-treasurer; Norman Taylor and Mr. Petterson, councillors; Mrs. Jean Martin, public relations and press correspondent; and Howard Larson and Gordon Mathias, convention representatives. Members of the salary policy committee are Percy Collins, Carl Jevne, Henry Kolesar, and Mr. Petterson.

Rocky Mountain House Local

The Rocky Mountain House divisional teachers re-elected Mrs. A. Sterling of Benalto as president. Other officers elected were: J. Gregorash of Alhambra, vice-president; Mrs. Laura Westergard of Dickson, secretary-treasurer; and W. Sloan of Dickson, B. L. Gowen of Caroline, and L. Larsen of Evergreen, councillors. Collective bargaining committee members were: Mrs. Lucy Nelson, Edna Farris, and R. Dressler, Gordon Gibson, D. Koob, and Charles Sole.

Smoky Lake Sublocal

Members of the sublocal elected the following officers for 1954-55 at a meeting held in Waskatenau: Harry S. Holowaychuk, president; Jack Dobush, vice-president; Mrs. Annie Antoniuk, secretary-treasurer; and Peter S. Kozdrowski, councillor. H. J. Leskiw who attended the Banff workshop gave a report that was both interesting and informative. Superintendent H. A. Kostash spoke about the convention and five members were chosen to form part of a panel which will discuss Division Two Arithmetic at the convention sessions. The



"For safety's sake, she feels she must take Junior to school, but she can never seem to get up early enough!"

results of the diagnostic tests which were given in June will be discussed at future meetings which will be held on the last Thursday of each month.

Stony Plain Local

At the convention meeting held on October 26 at the Macdonald Hotel, the following officers were elected for the local: R. Sauder, president; W. M. Bell, vice-president; Rose Cromie, secretary-treasurer; and H. Pylypow, press correspondent. Councillors elected were Jack Hughes and Mr. Bell. A motion was passed that other committees be chosen by the local executive. Local meetings will be held on the third Saturday of each month.

Taber Local

The following officers and members of the local executive were elected at the local meeting held during the Lethbridge convention on October 7 and 8: Leslie Cluff, president; William Broadfoot, vice-president; Melba Birck, Frank Peterson, and Mr. Cluff, councillors; and Harry Myers, press correspondent.

These executive members, together with Mrs. Wanda Beaumont, met on October 28, at which time Mrs. Beaumont was elected as secretary-treasurer for the year 1954-55. Two members were selected, Mrs. Beaumont and Mr. Peterson, to prepare and bring in a draft constitution at the next general meeting on November 19. The local has assumed charge of the noon luncheon at the forthcoming divisional institute; arrangements for the luncheon are in the hands of Mr. Myers and Robert McIntosh will arrange for the entertainment. The selection of the various committees for the local for 1954-55 was left until after the constitution has been revised. The members of the executive favoured alternate institutes to be held on Saturday, providing more than one institute is to be held in a school year. Plans were made for a workshop in the near future, possibly December 4, to study pertinent problems. The organization of the workshop was left in the

hands of Mr. Cluff; among the topics suggested for consideration at workshop sessions were: pensions, general ATA organization, the ATA Handbook, health schemes, and credit unions.

Trochu-Three Hills Sublocal

Twenty-seven teachers attended the October meeting of the sublocal at which plans and activities for the year were reviewed and approved. The track meet committee reported that all arrangements for the meet were completed. An interesting discussion was held in regard to writing in the schools, and it was decided to conduct some standardized tests in the schools in this area in an endeavour to appraise the students' writing and to promote their interest in this subject.

Tofield Sublocal

The sublocal recently held its first meeting of the year at which new officers were elected. They are: Mrs.

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Florence Ingram, president; Mrs. Iris Francis, vice-president; Mrs. Anne Friesen, secretary-treasurer; A. E. Gabert, local representative; J. Lampitt, sports convener and Mrs. Kay Frazer, social convener. A report on the Banff workshop was given by Claude May, and plans were made to stimulate interest in meetings by inviting speakers or other sublocals to attend.

West Jasper Place Local

H. E. Shacker is the new president of the local following the recent election of officers. Mrs. F. Chase is vice-president, and Mrs. Sarah J. Kellough was re-elected as secretary-treasurer. Other officers elected are: N. Myshak and Mr. Shacker, councillors; L. Geake and Mrs. E. Sprung, representatives to district council; Mrs. E. Taggart, social convener; Miss E. Wishloff, press representative; A. Bourcier, public relations; W. Drake, educational research; and Mr. Geake, salary policy committee. The executive body can foresee another busy year ahead.

Edmonton Public Relations Program

The Edmonton Educational Public Relations Committee is sponsoring a series of weekly radio programs **Sunday mornings over radio station CJCA, from 10:00 a.m. to 10:15 a.m., beginning Sunday, November 7.**

The story centers around the Tiller family and particularly around young Donny Tiller who feels no one except his dog Skipper really understands him. Mrs. Tiller tries to solve some of Donny's problems by seeking advice from well-known educationists who thus enter the story.

The script for the series is written by Miss Jo Bailey, a teacher at Forest Heights School, and produced by Mr. Doug Homersham. Radio Station CJCA is putting on the program as a public

service feature. The Edmonton Educational Public Relations Committee is made up of representatives from Public and Separate School Boards and their administrative, supervisory and teaching staffs. The Edmonton Home and School Council and the Faculty of Education also have representation on the Committee.

Censorship—Evil or Safeguard?

(Continued from Page 21)
public officials to back away from book-burning under the excuse of protecting public morals."

What is the solution to the censorship problem? Librarian Keith Doms, past president Kiwanis Club of Concord, Massachusetts, suggests that it "preferably should be solved within and by the community. Local problems can best be solved locally."

Kiwanian Doms points out that within the community are respected leaders in the fields of business, industry, agriculture and education. They can be invaluable, he contends, in the creation of the kind of library that all the community wants.

This point of cooperation is perhaps one which has been largely overlooked in the great furor over censorship. Certainly there are some valid points expressed by both sides. Most Americans have no desire to tamper with our heritage of freedom to read, speak and hear what we wish. But neither do they want to allow the impressionable minds of children to be needlessly exposed to thinly veiled pornography.

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What Price Competition?

(Continued from Page 9)

the consumer and to maintain fairness in competition.

In the business world competition is also escapable; the individual as well as the corporation has complete freedom of choice regarding the commercial field in which competition is to be undertaken. If the competition is disliked or becomes unsuitable in one field, the individual or corporation may shift its activities to another field. Competition in business thus takes place under circumstances in which the criteria for wholesome competition can have free flow. Such is not true of competition under a competitive marking system at school. Let's not have our thinking confused on this issue.

Competition in adult life expresses itself in civic and social affairs as well as in business and industry. One probably could gather considerable evidence

to show that the spirit of competition has had much to do with the progress and development of our country. The idea of being an independent, responsible, self-supporting citizen is rooted in self-reliance, initiative, and the urge to make the most of one's talents and opportunities.

Some persons make honest efforts to become managers of an office; some seek election to political offices; some seek a place on city councils, school boards, or boards of directors of companies; and teachers engage in advanced study to become better teachers or to qualify for administrative positions. The urge to improve yourself and to earn for yourself a better income or non-remunerative advantage is an integral part of the American way of life. Unless the spirit of self-reliance and self-improvement is sustained and fostered, we, too, might become a decadent population.

Our major concern is to build in people the social sensitivities, attitudes, and behaviour patterns which will enable the individual to achieve the fulfillment of his own life without doing injury to others. Schools everywhere spend much time and energy in working for this objective; but efforts in this direction must not violate the standards already mentioned.

The football bandwagon in high schools and colleges has precipitated an unfortunate and dangerous situation for elementary and junior high school. An expanding public interest in football makes it difficult for school administrators to stem the tide of popular demand for the "scouting of talent" and the "preparatory training" which supposedly could be achieved in junior high schools and the upper elementary grades.

The football menace in elementary schools has become a major concern of educators in general as well as leaders in physical education, health, recreation, and medicine. Independent and joint action against interscholastic athletics in elementary schools has been taken by such organizations as the Society of

State Directors of Health, Physical Education, and Recreation, the Department of Elementary School Principals of the National Education Association, the National Council of State Consultants in Elementary Education, and the Board of Directors of the American Association for Health, Physical Education, and Recreation.

All are agreed that tackle football for children below the ninth grade and boxing for children and youth of all ages should be avoided. The objection is based upon hazards to children's health in these particular activities and not upon the group or team play aspects.

There are many other group or team games appropriate to these age levels which do not entail the hazards inherent in tackle football and boxing. Appropriate team games foster important educational values. Let's not confuse the issues as we try to educate our communities against the wisdom of tackle football contests for children below the ninth grade.

The question of competition in elementary school programs is complex. Many of the issues are deep-rooted in school practices and community thinking. There is much misinformation and misunderstanding about the issues. A problem as complicated as this one does not lend itself to a simple solution. Different school systems probably will use different methods to solve the problem.

Schools must try to maintain a delicate balance between competition and cooperation, between fostering the spirit of self-reliance and self-improvement and preventing self-aggrandisement at the expense of others, between the urge for self-advancement and a deep-rooted concern for the welfare of others. Maintaining and educating for these delicate balances may not be as difficult as it seems if the school will examine each of its practices in the light of fundamental criteria and clear insight into the issues.

Many school systems have taken some of the kinks out of present practices by substituting valid methods of appraising

pupil development for the competitive marking system. Individual teacher-parent conferences have replaced A-B-C-D-F report cards. Various types of contests have been eliminated or managed in ways which would preserve wholesome competition but avoid the unfair or socially undesirable aspects. A broad program of physical education for all pupils (including appropriate team games) has kept the school from succumbing to community pressures for tackle football in the upper elementary and junior high school grades.



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3. It operates an information service gathering data on many aspects of the work and welfare of its members, and disseminating such information in bulletins for general distribution, in special reports to the provincial teachers' organizations, and in answer to individual queries.
4. It operates a Research Department which alone and with other interested parties conducts educational research. In this connection great advances have been made in the first year of operations under a full time Director. Valuable contacts have been made across Canada and in other countries. The splendid cooperation of the Dominion Bureau of Statistics, the Provincial Departments of Education and the Provincial Teachers' Organizations, augurs well for future development.
5. It maintains a liaison between teachers and the Federal Government. In the past year the CTF has had dealings on behalf of teachers with the following Departments: External Affairs, Finance, National Revenue, Health and Welfare, Labour, Trade and Commerce, Citizenship and Immigration, Civil Service Commission, National Defence, National Library, Prime Minister's Office and the Secretary of State Department.
6. It represents Canadian teachers on advisory bodies in connection with the National Film Board and the Canadian Broadcasting Corporation.
7. Its representatives serve on behalf of Canadian teachers on the Executive of the Dominion Fire Prevention Association, the Canadian Nutrition Council, The National Film Institute, the Board of Directors of the Canadian Citizenship Council and the Joint Planning Commission of the Canadian Association for Adult Education.
8. It cooperates closely with other national organizations interested in education and, in particular, it is associated with the Canadian Education Association in the CEA—Kellogg Project on Educational Leadership and with the Canadian School Trustees' Association in its School Finance Research Project.
9. It has conducted a nation-wide survey on radio in Canadian schools and will present a comprehensive report within a few months.
10. The Secretary-Treasurer and the Research Director, on request, serve as consultants and advise provincial organizations on special problems. Considerable assistance was given to the Nova Scotia Teachers' Union and to the Newfoundland Teachers' Association in the preparation of briefs to be presented to a Royal Commission and to the Provincial Government respectively. Assistance was also rendered in connection with a Com-

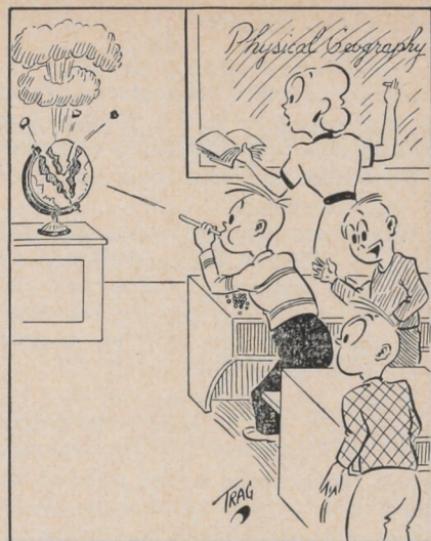
mission on Education Finance in New Brunswick.

11. It takes a stand publicly on issues of concern to teachers and, through the national press bureaus and radio newscasts, it brings before the public the attitude of teachers on matters that are deemed to have an adverse effect on education in Canada. This has been particularly true in issues related to qualifications of teachers, teachers' rights and educational finance.

12. It plays a leading part, in association with twelve other national organizations, in the planning, promotion and operation annually of Canadian Education Week.

13. It is well aware of the importance of protective aspects of teachers' organizations and through certain established procedures the national body can and does move quickly to give needed support when a provincial organization requests it. Some instances such as the Jasper Place case in the current year have had to do with salary disputes; others, in previous years, were related to citizenship rights of teachers and financial assistance for establishing a provincial organization on a sound basis.

14. The CTF is ever aware of the importance of good public relations and takes advantage of every opportunity to enhance the prestige of the teaching profession.



"Jimmy has developed a hydrogen spitball."

15. Your national organization is currently examining teacher education, certification, ethical standards of teachers, education finance, audio-visual teaching aids, various aspects of teachers' salaries, salary schedules and collective bargaining, pensions, sabbatical leave, teacher retention and the responsibilities of teachers as professional people.

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CATALOGUE ON REQUEST

A Stutterer Writes

(Continued from Page 18)

if anyone answered without recognition. By not having to be the centre of attraction, and by not thinking of speech, I frequently answered with no regard to my impediment.

Talking to Mrs. Ray after class was easy, too. When I did have a block, she just said, "slow-easy." The fact that she didn't turn away and the realization that she understood gave me a great deal of encouragement.

If only you had sensed, as Mrs. Ray did, that the aim in guiding the personality development of the stutterer should be the same as the aim for any other child: to help him acquire a feeling of personal security so that he can face the future with confidence.

When I got to high school, my stuttering grew worse than ever, and I became more withdrawn. The confidence given me by Mrs. Ray could not withstand the treatment I received from others who had no understanding of my problem.

Then another teacher came into my life who was interested in me and helped me. He advised me to improve my-

self by seeking outlets through school activities.

After one or two trial efforts at other things, I took up handball. A few pointers from the coach, and in no time at all I was on the team.

At last I had something other than myself to think about. I was accepted as one of the group, and my speech was of little concern. I let the ball do all of the talking, and how it did roar! Did you read that I won the city high school championship for two successive years?

That teacher's kindly interest changed my life. No longer did I eat alone in the school lunchroom. People gradually became my friends, and I used to tell them that my speech impediment was because of tight shoes. I found that joking about the defect made it less important.

My confidence increased, anxiety lessened, and slowly but surely better speech resulted.

I hesitate to think what might have happened if I had not encountered some teachers who understood my problem and were able to help me!

PR and Professionalism

(Continued from Page 26)

liaison groups feeding information and receiving information regarding successful PR techniques to schools and to individual teachers.

Two-way communication

Together with the need for each teacher to realize that his student is his most important public, is the need to recognize the value of community service by teachers, individually and collectively. High in the list of community activities is active support and participation in the local home and school association. There should be at least one teacher in every community organization where possible. Intimate personal contact with all facets of the community enables the

school to set up a two-way communication and create public goodwill born of understanding.

Deeds, not words

Basic in all of these activities is the attitude that your public relations program must show professional integrity. It must aim to improve educational service and to improve the citizens' understandings of the school and what it is trying to do. It must invite participation and cooperation by people in the community. The school staff should be stimulated to active participation in any program. As Stewart Harral, Director of Public Relations Studies, University of Oklahoma, says, "The greatest element in teaching and public relations is not a word, but a deed."

How Good Is Our Testing Program?

(Continued from Page 17)

Expected Results

In actual practice the suggestions given here would result in some changes in the departmental examination. The test paper space would not be increased and it is felt that the same amount of space would keep the students occupied for a greater portion of their examination time. The marking of the examination probably would require more time, but the quality of the testing program would be improved. Economic factors may be involved here. However, any program which is adopted should be not only on the basis of the economic factors but also because of its intrinsic educational worth.

In conclusion, it seems that a major criticism of past examinations is the over-emphasis on recall of unrelated facts. It seems reasonable that this unjustifiable emphasis has influenced teaching practices throughout the junior high school. Some improvements in testing procedures have been suggested. These, in turn, are open to debate and indeed some of them may be of less value than others which might be suggested. The need for improvement, however, is evident.

Authors' Note:

This study of the Grade IX final examinations was completed prior to the writing of the 1954 finals. There seems to be little or no shift in emphasis on the 1954 departmental science examination. The conclusions reached in the above article are not appreciably modified by last year's final.

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Alberta Teachers' Association

Code of Ethics

1. The teacher is courteous, just and professional in all relationships.
2. All testimonials and documents presented by a teacher are truthful and confidential.
3. The teacher strives constantly to improve his educational practice.
4. The teacher avoids interfering between other teachers and pupils.
5. Upon each teacher personally and individually rests the responsibility for reporting through proper channels all matters harmful to the welfare of the school.
6. The teacher regards as confidential, and does not divulge other than through official channels, any information of a personal or domestic nature, concerning either pupils or homes, obtained in the course of his professional duties.
7. Official business is transacted only through properly designated officials.
8. Contracts are respected by both parties and dissolved only by mutual consent or according to the terms prescribed by the statute.
9. The teacher does not accept a contract with an employer whose relations with the professional organization are unsatisfactory, without first clearing through head office of the Alberta Teachers' Association.
10. Each teacher is an active participant in the work of his professional organization.
11. The teacher adheres to salary schedules negotiated by his professional organization.
12. The teacher who in his professional capacity is a member of a committee, board, or authority, dealing with education matters or with teacher training or certification, must be elected or appointed by the Alberta Teachers' Association.
13. The teacher refrains from knowingly underbidding fellow-applicants for teaching positions, and refuses to apply for, or to accept, a teaching position before such position has become vacant.
14. No teacher accepts compensation for helping another teacher to get a position or a promotion.
15. Unfavourable criticism of an associate is studiously avoided except when made to proper officials, and then only in confidence and after the associate has been informed of the nature of the criticism.



Secretary's Diary

Committees

The following committees have met since September.

A special committee of the Executive under the chairmanship of G. S. Lakie, vice-president, met on October 23 to consider the report of the Stevenson & Kellogg survey concerning office administration.

The Alberta Advisory Committee to the Kellogg Project in Educational Leadership met on November 12 to receive the report of the 1954 Pilot Short Course and to consider recommendations for next year's course. Mr. T. C. Byrne of the Department of Education is the chairman of this committee.

The Resolutions Committee of the Executive met on November 13 to consider proposed amendments to policy and other resolutions for presentation to the 1955 Annual General Meeting.

Conventions

Fourteen conventions of the Alberta Teachers' Association were held between October 4 and November 5, with the following as ATA guest speakers: H. S. Baker, of the University of Alberta, Fred P. Barnes, University of Illinois, William E. Blatz, University of Toronto, A. P. Coladarci, Stanford University, H. T. Coutts, University of Alberta, W. R. Odell, Stanford University, and N. V. Scarfe of the University of Manitoba.

Mr. F. J. C. Seymour, assistant general secretary, attended seven of the conventions, Mr. W. R. Eyres, executive assistant, six, and I attended eight. The president of the Association, Mr. Frank J. Edwards, attended three conventions and other members of the Executive, one or more.

The ATA fall conventions offer the only in-service training available for most of our members and, in this respect particularly, the conventions are doing effective work in a limited time. Also, it is the annual meeting for a majority of the locals when reports are received and officers and committees elected for the year. The attendance at fall conventions should be an indication of the interest of the teachers in professional work. With one or two exceptions, the conventions have almost one hundred percent attendance at all sessions.

This year, the two Edmonton District conventions met in the new Macdonald Hotel for the first time. The Red Deer convention is now meeting in the new high school and the Hanna convention in their new high school. The new schools, with auditoriums large enough for the general sessions, and with enough classrooms for group discussions, have helped to make our conventions more easily administered as well

as more effective. Displays of books, maps, and audio-visual aids are improving. The arrangements for entertainment are better. The new hotels have accommodation for all those attending the convention from out-of-town. Special meetings for administrators are becoming a part of their regular convention program.

A few six-weeks' student-teachers came to the conventions.

Other Meetings

Mr. Edwards, Mr. Seymour, and Mr. Eyres attended the Alberta School Trustees' Association convention, November 2, 3, and 4 in Edmonton. Some of the resolutions dealt with by the trustees are of particular interest to teachers, such as one to amend *The Alberta Labour Act* to exclude teachers, another to take away from teachers the right to strike; another to amend *The Teaching Profession Act* so that membership in the Association would not be a condition of employment; and still another that student-teachers attend ATA conventions.

The Calgary School Board introduced a motion that permanent certification of teachers be granted with a minimum of two years of training, which was approved by the urban section but turned down by the general session.

The Home and School Workshop in Group Methods was held at Banff, October 18 to 21. Mrs. Inez K. Castleton of Calgary was our representative.

Coming Events of Importance

Presentation of a brief to the Royal Commission on Metropolitan Development of Calgary and Edmonton the week of November 22.

Meeting of the Western Conference of presidents and secretaries of the four western teachers' associations in Winnipeg, November 24, 25, and 26.

Meeting of the Teachers' Retirement Fund Board on December 8.

Meeting of the Executive Council, the Teachers' Retirement Fund Board, and the ATA Pension Committee with L. Coward and A. F. Pierce on December 9 to discuss the actuarial report.

Meeting of the Executive Council on December 10 and 11.

Grey Cup Final on November 27.

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"All I have I owe."

"Business is so tough even the fellows who don't intend to pay for it aren't buying."

"Use your head—it's the little things that count."

Ernest Ansley